

## West Hartsville Elementary

214 Clyde Road  
Hartsville, South Carolina 29550

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | 4-6 Elementary School |              |
| <b>Enrollment</b>     | 324 Students          |              |
| <b>Principal</b>      | Kay S. Howell         | 843-857-3270 |
| <b>Superintendent</b> | Dr. Rainey Knight     | 843-398-5200 |
| <b>Board Chair</b>    | Mr. Warren Jeffords   | 843-326-5970 |

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

|                  |             |                |                      |                       |
|------------------|-------------|----------------|----------------------|-----------------------|
| <b>Excellent</b> | <b>Good</b> | <b>Average</b> | <b>Below Average</b> | <b>Unsatisfactory</b> |
| 0                | 7           | 54             | 53                   | 8                     |

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2003</b> | Below Average          | Unsatisfactory            | No                              |
| <b>2004</b> | Below Average          | Below Average             | No                              |
| <b>2005</b> | Below Average          | Below Average             | No                              |
| <b>2006</b> | Below Average          | Below Average             | No                              |

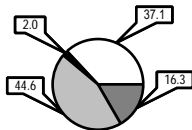
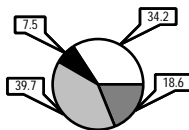
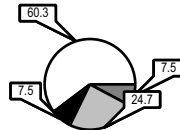
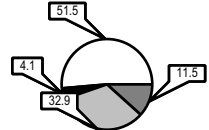
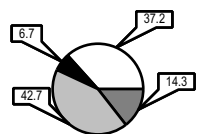
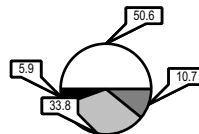
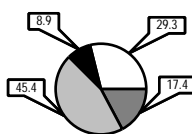
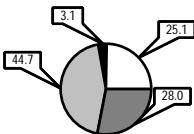
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced (adj.) | Performance<br>Objective Met | Participation<br>Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |  |          |               |         |              |            |                                     |                              |                                |
| All Students   | 319  | 95.0     | 39.2          | 42.8    | 15.9         | 2.1        | 26.5                                | Yes                          | Yes                            |
| <b>Gender</b>  |  |          |               |         |              |            |                                     |                              |                                |
| Male   | 167  | 92.8     | 41.0          | 43.1    | 14.6         | 1.4        | 22.2                                | N/A                          | N/A                            |
| Female   | 152  | 97.4     | 37.4          | 42.4    | 17.3         | 2.9        | 30.9                                | N/A                          | N/A                            |
| <b>Racial/Ethnic Group</b>   |  |          |               |         |              |            |                                     |                              |                                |
| White  | 100  | 98.0     | 20.2          | 49.4    | 27.0         | 3.4        | 41.6                                | Yes                          | Yes                            |
| African American   | 212  | 93.4     | 48.7          | 40.6    | 9.1          | 1.6        | 18.2                                | No                           | Yes                            |
| Asian/Pacific Islander   | 1  | 100.0    | I/S           | I/S     | I/S          | I/S        | I/S                                 | I/S                          | I/S                            |
| Hispanic   | 6  | 100.0    | I/S           | I/S     | I/S          | I/S        | I/S                                 | I/S                          | I/S                            |
| American Indian/Alaskan  | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 | I/S                          | I/S                            |
| <b>Disability Status</b>   |  |          |               |         |              |            |                                     |                              |                                |
| Not Disabled   | 247  | 100.0    | 34.5          | 44.0    | 19.0         | 2.6        | 31.5                                | N/A                          | N/A                            |
| Disabled   | 72   | 77.8     | 60.8          | 37.3    | 2.0          | 0.0        | 3.9                                 | No                           | No                             |
| <b>Migrant Status</b>  |  |          |               |         |              |            |                                     |                              |                                |
| Migrant  | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 | N/A                          | N/A                            |
| Non-Migrant  | 319  | 95.0     | 39.2          | 42.8    | 15.9         | 2.1        | 26.5                                | N/A                          | N/A                            |
| <b>English Proficiency</b>   |  |          |               |         |              |            |                                     |                              |                                |
| Limited English Proficient   | 1  | 100.0    | I/S           | I/S     | I/S          | I/S        | I/S                                 | I/S                          | I/S                            |
| Non-Limited English Proficient                                     | 318  | 95.0     | 39.0          | 42.9    | 16.0         | 2.1        | 26.6                                | N/A                          | N/A                            |
| <b>Socio-Economic Status</b>                                       |  |          |               |         |              |            |                                     |                              |                                |
| Subsidized meals   | 237  | 94.1     | 44.4          | 42.9    | 11.2         | 1.5        | 22.0                                | Yes                          | Yes                            |
| Full-pay meals   | 82   | 97.6     | 25.6          | 42.3    | 28.2         | 3.8        | 38.5                                | N/A                          | N/A                            |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 319 | 95.0  | 35.0 | 38.5 | 18.7 | 7.8  | 36.0 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 167 | 92.8  | 34.7 | 37.5 | 18.8 | 9.0  | 37.5 | N/A | N/A |
| Female   | 152 | 97.4  | 35.3 | 39.6 | 18.7 | 6.5  | 34.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 100 | 98.0  | 16.9 | 40.4 | 30.3 | 12.4 | 53.9 | Yes | Yes |
| African American   | 212 | 93.4  | 44.4 | 38.0 | 12.3 | 5.3  | 26.7 | Yes | Yes |
| Asian/Pacific Islander                                   | 1   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic   | 6   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 247 | 100.0 | 29.7 | 39.2 | 21.6 | 9.5  | 42.2 | N/A | N/A |
| Disabled   | 72  | 77.8  | 58.8 | 35.3 | 5.9  | 0.0  | 7.8  | No  | No  |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A | N/A |
| Non-Migrant  | 319 | 95.0  | 35.0 | 38.5 | 18.7 | 7.8  | 36.0 | N/A | N/A |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 1   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 318 | 95.0  | 34.8 | 38.7 | 18.8 | 7.8  | 36.2 | N/A | N/A |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 237 | 94.1  | 38.5 | 42.0 | 13.7 | 5.9  | 29.8 | Yes | Yes |
| Full-pay meals   | 82  | 97.6  | 25.6 | 29.5 | 32.1 | 12.8 | 52.6 | N/A | N/A |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 319   | 95.0            | 60.6                 | 24.6           | 7.4                 | 7.4               | 14.8                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 167   | 92.8            | 57.4                 | 28.4           | 7.7                 | 6.5               | 14.2                                 |
| Female                         | 152   | 97.4            | 64.1                 | 20.4           | 7.0                 | 8.5               | 15.5                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 100   | 98.0            | 38.5                 | 33.0           | 14.3                | 14.3              | 28.6                                 |
| African American               | 212   | 93.4            | 71.9                 | 20.6           | 4.0                 | 3.5               | 7.5                                  |
| Asian/Pacific Islander         | 1   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Hispanic                       | 6   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 247   | 100.0           | 54.3                 | 28.0           | 8.2                 | 9.5               | 17.7                                 |
| Disabled                       | 72  | 77.8            | 83.1                 | 12.3           | 4.6                 | 0.0               | 4.6                                  |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 319   | 95.0            | 60.6                 | 24.6           | 7.4                 | 7.4               | 14.8                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 1   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Limited English Proficient | 318   | 95.0            | 60.5                 | 24.7           | 7.4                 | 7.4               | 14.9                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 237   | 94.1            | 66.5                 | 22.9           | 5.0                 | 5.5               | 10.6                                 |
| Full-pay meals                 | 82  | 97.6            | 44.3                 | 29.1           | 13.9                | 12.7              | 26.6                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 319 | 95.0  | 51.5 | 33.0 | 11.4 | 4.0  | 15.5 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 167 | 92.8  | 47.7 | 36.1 | 12.3 | 3.9  | 16.1 |
| Female                         | 152 | 97.4  | 55.6 | 29.6 | 10.6 | 4.2  | 14.8 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 100 | 98.0  | 37.4 | 36.3 | 16.5 | 9.9  | 26.4 |
| African American               | 212 | 93.4  | 58.8 | 31.7 | 8.5  | 1.0  | 9.5  |
| Asian/Pacific Islander         | 1   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Hispanic                       | 6   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 247 | 100.0 | 46.1 | 35.8 | 12.9 | 5.2  | 18.1 |
| Disabled                       | 72  | 77.8  | 70.8 | 23.1 | 6.2  | 0.0  | 6.2  |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 319 | 95.0  | 51.5 | 33.0 | 11.4 | 4.0  | 15.5 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | 1   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Non-Limited English Proficient | 318 | 95.0  | 51.4 | 33.1 | 11.5 | 4.1  | 15.5 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 237 | 94.1  | 57.8 | 31.2 | 9.6  | 1.4  | 11.0 |
| Full-pay meals                 | 82  | 97.6  | 34.2 | 38.0 | 16.5 | 11.4 | 27.8 |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 115  | 100.0    | 31.5          | 44.4    | 24.1         | 0.0        | 24.1                         |
|                              | 5     | 107  | 100.0    | 43.5          | 40.7    | 14.8         | 0.9        | 15.7                         |
|                              | 6     | 140  | 98.6     | 61.5          | 27.7    | 7.7          | 3.1        | 10.8                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 113  | 94.7     | 33.0          | 43.0    | 24.0         | 0.0        | 24.0                         |
|                              | 5     | 109  | 94.5     | 38.3          | 53.2    | 8.5          | 0.0        | 8.5                          |
|                              | 6     | 97   | 95.9     | 47.2          | 31.5    | 14.6         | 6.7        | 21.3                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 115  | 100.0    | 32.4          | 44.4    | 18.5         | 4.6        | 23.1                         |
|                              | 5     | 107  | 100.0    | 48.1          | 36.1    | 9.3          | 6.5        | 15.7                         |
|                              | 6     | 140  | 100.0    | 36.6          | 46.6    | 12.2         | 4.6        | 16.8                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 113  | 94.7     | 33.0          | 31.0    | 26.0         | 10.0       | 36.0                         |
|                              | 5     | 109  | 94.5     | 41.5          | 38.3    | 13.8         | 6.4        | 20.2                         |
|                              | 6     | 97   | 95.9     | 30.3          | 47.2    | 15.7         | 6.7        | 22.5                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 114  | 100.0    | 59.8          | 29.9    | 7.5          | 2.8        | 10.3                         |
|                              | 5     | 107  | 99.1     | 68.2          | 18.7    | 7.5          | 5.6        | 13.1                         |
|                              | 6     | 140  | 99.3     | 60.8          | 25.4    | 6.9          | 6.9        | 13.8                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 113  | 94.7     | 49.5          | 29.5    | 8.6          | 12.4       | 21.0                         |
|                              | 5     | 109  | 94.5     | 64.0          | 26.0    | 4.0          | 6.0        | 10.0                         |
|                              | 6     | 97   | 95.9     | 69.6          | 17.4    | 9.8          | 3.3        | 13.0                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 114  | 100.0    | 49.5          | 38.3    | 8.4          | 3.7        | 12.1                         |
|                              | 5     | 107  | 100.0    | 62.0          | 27.8    | 5.6          | 4.6        | 10.2                         |
|                              | 6     | 140  | 99.3     | 63.8          | 30.0    | 3.8          | 2.3        | 6.2                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 113  | 94.7     | 44.8          | 33.3    | 18.1         | 3.8        | 21.9                         |
|                              | 5     | 109  | 94.5     | 60.0          | 31.0    | 7.0          | 2.0        | 9.0                          |
|                              | 6     | 97   | 95.9     | 50.0          | 34.8    | 8.7          | 6.5        | 15.2                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b> | <b>Change from Last Year</b> | <b>Elementary Schools with Students Like Ours</b> | <b>Median Elementary School</b> |
|---|-------------------|------------------------------|---|---------------------------------|
| <b>Students (n= 324)</b>  |                   |                              |   |                                 |
| First graders who attended full-day kindergarten                                | N/R               | N/A                          | 100.0%  | 100.0%                          |
| Retention rate  | 0.6%              | Up from 0.0%                 | 3.5%  | 2.8%                            |
| Attendance rate   | 97.3%             | Up from 97.0%                | 96.3%   | 96.4%                           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 5.0%              | Up from 4.2%                 | 0.0%  | 0.0%                            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 5.0%              | Down from 5.5%               | 0.0%  | 0.0%                            |
| Eligible for gifted and talented  | 6.9%              | Down from 8.4%               | 6.9%  | 10.4%                           |
| On academic plans   | 63.0%             | N/AV                         | 44.0%   | 33.6%                           |
| On academic probation   | 0.5%              | N/AV                         | 0.3%  | 1.0%                            |
| With disabilities other than speech   | 19.0%             | Up from 18.4%                | 8.4%  | 7.5%                            |
| Older than usual for grade  | 0.9%              | Down from 1.1%               | 1.2%  | 0.8%                            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%              | No change                    | 0.0%  | 0.0%                            |
| <b>Teachers (n= 24)</b>   |                   |                              |   |                                 |
| Teachers with advanced degrees  | 25.0%             | Down from 28.6%              | 50.6%   | 53.8%                           |
| Continuing contract teachers  | N/AV              |                              | N/AV  | N/AV                            |
| Classes not taught by highly qualified teachers                                 | 7.7%              | N/A                          | 2.6%  | 2.4%                            |
| Teachers with emergency or provisional certificates                             | 6.7%              | Down from 7.7%               | 0.0%  | 0.0%                            |
| Teachers returning from previous year   | 58.8%             | Down from 68.6%              | 87.0%   | 87.3%                           |
| Teacher attendance rate   | 96.3%             | Up from 94.6%                | 94.9%   | 94.9%                           |
| Average teacher salary  | \$37,973          | Up 0.8%                      | \$41,644  | \$42,485                        |
| Prof. development days/teacher  | 13.7 days         | Up from 8.3 days             | 13.2 days   | 13.3 days                       |
| <b>School</b>   |                   |                              |   |                                 |
| Principal's years at school   | 3.0               | Up from 2.0                  | 3.0   | 4.0                             |
| Student-teacher ratio in core subjects  | 14.4 to 1         | Up from 10.6 to 1            | 17.7 to 1   | 18.6 to 1                       |
| Prime instructional time  | 90.3%             | Up from 89.9%                | 89.7%   | 89.7%                           |
| Dollars spent per pupil*  | \$6,385           | Up 8.6%                      | \$6,849   | \$6,557                         |
| Percent of expenditures for teacher salaries*                                   | 52.0%             | Down from 55.0%              | 63.1%   | 64.0%                           |
| Percent of expenditures for instruction*  | 56.3%             |                              | 69.0%   | 69.1%                           |
| Opportunities in the arts   | Good              | No change                    | Good  | Good                            |
| Parents attending conferences   | 99.7%             | Up from 99.2%                | 99.0%   | 99.0%                           |
| SACS accreditation  | Yes               | No change                    | Yes   | Yes                             |
| Character development   | Average           | Down from Good               | Excellent   | Excellent                       |

\* Prior year audited financial data are reported.

|   | <b>Our District</b>    | <b>State</b>               |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.0%                   | 6.2%                       |
| Classes in high poverty schools not taught by highly qualified teachers | 8.6%                   | 10.2%                      |
|   | <b>State Objective</b> | <b>Met State Objective</b> |
| Classes not taught by highly qualified teachers in this school          | 0.0%                   | No                         |
| Student attendance in this school                                       | 94.0%*                 | Yes                        |

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

West Hartsville Elementary School (WHE) students began the 2005-2006 school year earning incentives for demonstrating positive character traits and good citizenship. Students in all grades began to change classes and set academic goals for themselves in language arts and math. Throughout the year WSE celebrated students' accomplishments.

As students met their mid-year academic goals, they were treated to a pizza party and dance. One of our fifth grade students won his mother a diamond necklace by writing a winning essay and turning it into Reed's Jewelers. A fifth grade student won our school-level writing contest and another student was selected for the middle school cheerleading squad. Our BETA Club attended the state conference and brought back an award.

Students met goals by collecting 100 items for the Free Medical Clinic and pet food items for the Humane Society.

Staff members also celebrated success during the school year. Kristen Hopkins was selected as WHE Teacher of the Year and grant winner for an outdoor center as well as a scholarship for leadership development. Kelly Hoy won the District Making A Difference Award. Michele Crowley was awarded a scholarship to obtain a media degree. Shannon Fraser was the focus of the Teacher Advancement Program (TAP) in Hilton Head in November and a video of our students and teachers is on the TAP web site. Five WHE teachers were selected as mentor teachers. Patricia Jackson earned the Award of Excellence (National Association of Public Relations) for her power point located on the WHE web site.

Our school-wide theme, West is Best, set the stage for continued staff growth as professional educators. Our staff participated in 100 minutes per week of research-based strategies in reading and math. These strategies were demonstrated and practiced by leaders and staff with students. WHE brought in a state reading consultant monthly to promote growth in comprehension among students and teachers.

The WHE staff ended the year with more exciting changes: a new roof has been added to the building and training on assessment and questioning was planned by Shannon Fraser and Julie Mahn, Master Teachers, and Angela Jacobs, Principal Intern.

Principal Kay Howell  
SIC Chairman Bonnie Saleeby.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|   | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|---|-----------------|------------------|-----------------|
| <b>Number of surveys returned</b>                             | 27              | 85               | 60              |
| <b>Percent satisfied with learning environment</b>            | 81.5%           | 84.7%            | 79.7%           |
| <b>Percent satisfied with social and physical environment</b> | 77.8%           | 88.1%            | 84.7%           |
| <b>Percent satisfied with school-home relations</b>           | 65.4%           | 89.4%            | 88.1%           |

\*Only students at the highest elementary school grade level at this school and their parents were included.